



2014-15 Differentiated Pay Plan Submission Template

In June 2013, the State Board of Education passed a revised set of guidelines pursuant to Tenn. Code Ann. §49-3-306(h), which requires districts to create and implement differentiated pay plans. The intent of the differentiated pay plans is to give local control to districts in regard to salary schedule, and to create another lever for districts to attract and retain teachers based on a flexible set of potential criteria. A complete copy of the policy can be found [here](#).

Structure of this Document

The document includes two required sections where districts will describe their proposed 2014-15 differentiated pay plans and salary schedules. An optional section is also included on stakeholder engagement and eligibility. Finally, districts that choose to propose an [alternative salary schedule](#) as their differentiated pay plan, or part of their plan, will need to complete a short [addendum](#). A list of the common differentiated pay terms used throughout this document can be found in [Appendix A](#).

Timeline

The department has created a flexible timeline for differentiated pay plan submission to better meet the various deadlines of each district's local school board and budget processes. The table below outlines this timeline:

General Differentiated Pay Plan Submission Timeline	
Prior to submission	Local school boards are informed of and/or approve differentiated pay plans that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Ongoing	Districts submit differentiated pay plans to TDOE
Three weeks after date of submission	TDOE communicates approval decision to school districts
Following TDOE approval notification but no later than June 30, 2014	Local school boards approve final differentiated pay plans and any associated budget items

For those districts that choose to implement an [alternative salary schedule](#) as their differentiated pay plan (see page 5 for more detailed information on this option) the following timeline will be used in order to meet the necessary State Board of Education (SBE) deadlines.

Alternative Salary Schedule Submission Timeline	
Prior to submission	Local school boards are informed of the alternative salary schedule that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Jan. 31, 2014	Districts submit alternative salary schedules to TDOE
By Feb. 21, 2014	TDOE communicates approval decision of the alternative salary schedule to school districts
By March 8, 2014	Local school boards approve the alternative salary schedule
March 8, 2014	TDOE submits alternative salary schedule documents to the SBE
April 18, 2014	SBE Meeting

All differentiated pay plans and alternative salary schedules should be submitted to Laura.Encalade@tn.gov. The department also plans to post the final differentiated pay plans on its website.

Note that while the differentiated pay plan must be implemented in the 2014-15 school year, the first payouts from those plans could occur, particularly for those plans which include performance related criteria, at the completion of the 2014-15 school year when all relevant student achievement data is available. Following the 2014-15 school year, the department will collect evidence of implementation, including information regarding the number of awards that were paid out.

Contact Laura Encalade at Laura.Encalade@tn.gov or (615) 253-2119 for additional questions or guidance on creating your differentiated pay plan or on the submission and approval processes.

I. Description of Differentiated Elements (Required Section)

Directions: For each element of the district's differentiated pay plan, use the table below to provide a description of how the district will differentiate pay. The plan must include **at least one** of the elements listed below in the left-hand column, in addition to education and experience.

Many plans may include a combination of several elements; therefore, please add rows or repeat differentiated elements as needed. For example, the plan may include two different types of additional instructional roles. Also, please feel free to delete from the table or leave blank any differentiated elements that will not be used in your plan.

[Appendix B](#) of this document contains an example of each type of differentiated element. Please review that example prior to completing the table below.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	<p><i>Describe how the district will differentiate for this element.</i></p> <p><i>Include the criteria for receiving the award.</i></p>	<p><i>Will the compensation be given as a bonus or a base pay increase?</i></p> <p><i>How much will qualifying teachers receive?</i></p>	<p><i>Eligibility: How many teachers are eligible for this type of compensation?</i></p> <p><i>Forecasted participation: How many teachers do you estimate will receive the award?</i></p>	<p><i>How much does the district estimate it will pay out for this differentiated pay element?</i></p>	<p><i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i></p>
Hard-to-Staff (School, Subject, or Placement)					
Performance	<p><i>Step raises will no longer be based on years of experience. In place of step raises each year, a teacher will be eligible for a raise based on their TEAM evaluation scores. The raise will be added to their base salary and become their new base salary.</i></p>	<p><i>Base pay increase</i></p> <p><i>Phase in over 3 years – the amounts listed are for Year 1, Year 2, and Year 3:</i> <i>TEAM SCORES*:</i> 5 = \$750, \$850, \$850 4 = \$500, \$600, \$600 3 = \$250, \$350, \$350 2 & 1 = No increase</p>	<p><i>All teachers with a TEAM score of 3, 4, or 5 are eligible. In the 2012-13 school year 937 (90.6%) would be eligible for a raise. 76 (7%) would not be eligible for a raise because of their low TEAM score. 21 (2%) would not be eligible for a raise due to being a PYE.</i></p>	<p><i>The first year will cost \$500,000 over our normal step increase cost of \$700,000 for a total of 1.2 million dollars.. The second year will also be \$500,000 new</i></p>	<p><i>2% for first three years of implementation</i></p>

		<i>*TEAM scores are used UNLESS the Individual Growth Score is a 1 or a 2. If that is true, then the Individual Growth Score is used and no raise is given.</i>	<i>This would be an accurate number of teachers for the award next year because we will be looking at the scores two years in arrears.</i>	<i>dollars over and above the year prior and the third year will be \$400,000 <u>new</u> dollars.</i>	
Additional Instructional Roles or Responsibilities	<i>Stipends to high performing teacher who work as mentor/coaches (in addition to their teaching assignment) to new teachers or to low performing teachers.</i>	<i>Bonus</i>	<i>We estimate the need for 55 coaches.</i>	<i>\$118,750 This amount is included in the new money estimated in the previous row.</i>	
Education	<i>A one-time increase in base salary for those current teachers who are already in an advanced degree program.</i> <i>Additionally, we will have a separate plan for our administrators which will give a set amount to administrators, based on the job, that reflects the degree and experience the job requires. See experience statement below as well.</i>	<i>Base pay increase</i>	<i>There are currently 67 teachers in the advanced degree pipeline.</i> <i>They will all receive the increase as long as they finish their program by June, 2016 without any breaks in attending class.</i>	<i>\$3,000 if they are moving up one lane (41 teachers), \$4,000 if they are moving up two or more lanes (15 teachers).</i>	<i>.03% of salary expenditures</i>
Experience	<i>We understand that our proposed pay plan may not attract teachers with greater years of experience and or advanced degrees. However, in the third year of our plan, our base pay for a high performing teacher is \$42,000, which is what we currently pay</i>				

	<i>teachers coming into the system with a Bachelor's at 12 year or a Master's at 6 years. We have geared our plan to attract those teachers who are in years 1-9. Therefore, we do not believe the lack of paying for experience or advanced degrees will hurt us substantially.</i>				
Other					

II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule.

There will be no salary schedule as such. There will be a base pay figure of \$38,000. Current teachers will make what they made in the 2013-14 school year, plus a performance increase for Level 3, 4, and 5 teachers based on TEAM/TVAAS scores two years in arrears (14-15 raises based on 12-13 scores, 15-16 raises based on 13-14 scores, etc.) We have used evaluation scores in arrears because our final scores come in after our budget deadline. We have found that teachers like this as well, because they are already able to figure what their salary will be next year. If that amount is less than \$38,000, they will be paid \$38,000 as long as they did not have a TVAAS or TEAM score of a 1 or a 2. Teachers whose TVAAS or TEAM score is a 1 or a 2 will not receive any performance increase. Their pay will remain the same as it was in 2013-14. New teachers will come in at the base pay of \$38,000. Synopsis below:

2014-15

- ***New Base Pay (Teachers with TEAM or Individual Growth Score of 1 or 2 will remain current 2013-14 salary)***
 - ***Base to \$38,000***
- ***Performance increases (base increases are cumulative and based upon TEAM scores with a minimum Individual Growth Score (TVAAS) of 3)***
 - ***Level 3 = \$250***
 - ***Level 4 = \$500***
 - ***Level 5 = \$750***
- ***Teacher Coaching/Mentoring stipends***

2. Describe how you will allocate any future state funding increases (i.e., FY13 1.5% increase in the BEP instructional component). Will increases be: 1) applied across-the-board, 2) allocated towards differentiated pay, or 3) a combination of both?

Future increases will go toward increasing the base and increasing the performance increase amount

III. Eligibility and Stakeholder Engagement (Optional Section)

While this section is optional, the information provided will help the department to be able to provide continued support and assistance to districts in implementing their differentiated pay plans.

1. Provide a list of eligibility rules (i.e., attendance requirements, retirement or transfer policies, etc.) for the differentiated pay plan elements or additional roles/responsibilities outlined in the plan.
- A. *To receive compensation, teachers must have a TEAM score, with the following exception*
 - *Teachers hired for part-time positions are eligible for an increase in their base pay proportional* to their time worked if they have TVAAS scores or a manually figured TEAM score. (These teachers would be PYE in CODE. If they have their own TVAAS scores, we will use that figure. If not, we will manually figure a TEAM score using their observation scores, achievement selection, and school wide growth selection.)*
 - *Ex.: If a teacher works 50% of the time, they are eligible for 50% of the increase amount.*
 - *Teachers who are PYE due to extended leaves of absence will not have a TEAM score and will not be eligible for a performance increase*
 - *Teachers who are PYE due to late hires will not have a TEAM score and will not be eligible for a performance increase*
- B. *New hires who have experience in other Tennessee counties but who do not show proof of their former scores will be hired at the base pay instead of the base pay for 3 years of Level 4 or 5 teaching. Upon proof of their scores, we would increase to the Level 4 or 5 base pay with back pay if they meet the requirements.*
- C. *Teachers that resigned and then wanted to come back to us would be brought back at the current base pay OR their salary when they last worked for us, whichever is higher.*
- D. *We are no longer increasing pay for advanced degrees. However, for those teachers in the advanced degree pipeline as of January, 2014, upon completion of the advanced degree, we will increase their base pay by \$3,000 if they advanced one lane (Bachelors to Masters, for example) or by \$4,000 if they advanced two or more lanes (Masters to EDS, for example). The following rules apply to this offer:*
 - *They must have started the program by January, 2014.*
 - *They must stay in the program with no lapse until they complete the degree.*
 - *They must finish the program and receive the advanced degree by June, 2016.*

2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.
- A. *We formed a committee of twelve administrators and teachers from across the county (involving our 3 main geographic areas, Mt. Juliet, Lebanon, and Watertown), across all grade levels and departments, and a mixture of Association members and non-Association members. This committee met monthly for two hour sessions after school throughout the fall semester and looked at Base Pay vs. Rewards Pay, Experience and Degrees vs. Performance, Tested vs. Non-Tested teachers, and Stipend for teacher coaching, mentoring or extra classes/students. In addition, we communicated by e-mail, using a distribution list, when specific questions arose. The plan that emerged came from this group. This group applauded increases based on performance. However, not every idea was rubber stamped. An example is adding attendance as a component of the performance increase. This was overwhelmingly disliked by our teacher group and we removed it from our options. Our shared goals are:***
- ***Teacher Retention – especially years 3 – 10***
 - *Reduce number of teachers who leave the district for more pay to zero within three years by increasing base pay and opportunities for increases*
 - ***Teacher Recruitment***
 - *Increase the number of applicants with TEAM/TVAAS scores of 4 or 5 by 50% within three years by increasing base pay and adding performance based increase to base*
 - ***Teacher Improvement – through coaching***
 - *Reduce the number of TEAM/TVAAS level 1 and 2 teachers by 80%*
 - *Move 25% of TEAM/TVAAS level 1, 2, and 3 teachers to level 4 and 5*
- B. *We presented the plan to our School Board in a January work session, with additional explanations of TEAM scores and TVAAS scores as well as achievement vs. growth. In addition, we have provided our County Commission with a copy of the pay plan presentation. We hope to present in a work session to them in the future.***
- C. *After finalizing the plan with our teacher committee, we presented it next to the WCEA Building Reps for the county. We received a favorable response from that group.***

D. Currently, we are going to each school to do a face to face presentation with all teachers. We have completed almost half of our schools at this point. At each of those meetings, we are distributing and collecting question cards. We will use these cards to create a Frequently Asked Questions page on our website so that all teachers have the same information.

E. We plan to put the plan on our website after we have presented to each school.

F. Does the district plan to expand or grow its differentiated pay plan in future years? If so, what types of changes or expansions are you considering to your differentiated pay plan or salary schedule?

Yes. We have a three year plan in place. 2015-16 and 2016-17 follow the same process as 2014-15, but raise the base and the performance increases. Synopsis below:

2015-16

– ***New Base Pay (Teachers with TEAM or Individual Growth Score of 1 or 2 will remain the same as their 2014–15 salary)***

- ***Base to \$39,000 (New hires without TEAM scores, or TEAM score of 3, or TEAM scores of less than 3 years)***
- ***Level 4 = \$40,000 (if 3 year average TEAM Score of 4)***
- ***Level 5 = \$41,000 (if 3 year average TEAM Score of 5)***

– ***Performance increases (base increases are cumulative and based upon TEAM scores with a minimum Individual Growth Score (TVAAS) of 3. For a teacher with a Level 3, 4, or 5, if the resulting salary after the performance increase is less than the base pay, then the teacher would receive the appropriate base pay.) For example, if a teacher were at \$38,000 and earned a \$600 performance increase, they would be below the base pay of \$39,000. We would pay them \$39,000. If a that teacher had come to us with two years of Level 4 scores, and then had another Level 4 year, we would pay them \$40,000.***

- ***Level 3 = \$350***
- ***Level 4 = \$600***
- ***Level 5 = \$850***

- *Teacher Coaching/Mentoring stipends*

2016-17

- *New Base Pay (Teachers with TEAM or Individual Growth Score of 1 or 2 will remain the same as their 2015-16 salary)*
 - *Base to \$40,000 (New hires without TEAM scores, or TEAM score of 3, or TEAM scores of less than 3 years)*
 - *Level 4 = \$41,000 (if 3 year average TEAM Score of 4)*
 - *Level 5 = \$42,000 (if 3 year average TEAM Score of 5)*
- *Performance increases (base increases are cumulative and based upon TEAM scores with a minimum Individual Growth Score (TVAAS) of 3. For a teacher with a Level 3, 4, or 5, if the resulting salary after the performance increase is less than the base pay, then the teacher would receive the appropriate base pay.) For example, if a teacher were at \$39,000 and earned a \$600 performance increase, they would be below the base pay of \$40,000. We would pay them \$40,000. If a that teacher had come to us with two years of Level 4 scores, and then had another Level 4 year, we would pay them \$41,000.*
 - *Level 3 = \$350*
 - *Level 4 = \$600*
 - *Level 5 = \$850*
- *Teacher Coaching/Mentoring stipends*

IV. Alternative Salary Schedule (Optional Section)

An alternative salary schedule uses some other component, often performance criteria, in addition to or in place of education and experience to determine base pay and is subject to State Board of Education (SBE) approval. If you are unsure whether your plan qualifies as an alternative salary schedule or for additional resources for developing such a plan, contact Laura Encalade at Laura.Encalade@tn.gov for more information. Please review the [specific submission timeline](#) for alternative salary schedules on page 2.

Those districts proposing an alternative salary schedule as part of their differentiated pay plan, must complete this addendum to provide the department with the additional information needed to present the salary schedule to the SBE on behalf of the LEA. Those districts which already have SBE approved alternative salary schedules need only to submit a current copy of that plan.

a. Salary Schedule

Include both the proposed salary schedule and a description of the following:

Rather than a salary schedule, each teacher's pay will be differentiated by their current pay and their performance. This will be figured each year using a script developed by our Finance Department. We have run the script and verified its accuracy for each individual teacher. Attached is a spreadsheet with the overall cost to the system for each of the first three years.

- How will base pay changes be determined?

Base pay will be set at \$38,000 in 14-15.

In 15-16 there will be a performance component in the base pay:

- ***New Base Pay (Teachers with TEAM or Individual Growth Score of 1 or 2 will remain the same as their 2014–15 salary)***
 - ***Base to \$39,000 (New hires without TEAM scores, or TEAM score of 3, or TEAM scores of less than 3 years)***
 - ***Level 4 = \$40,000 (if 3 year average TEAM Score of 4)***
 - ***Level 5 = \$41,000 (if 3 year average TEAM Score of 5)***

In 16-17 there will be a performance component in the base pay:

- ***New Base Pay (Teachers with TEAM or Individual Growth Score of 1 or 2 will remain the same as their 2015-16 salary)***

- ***Base to \$40,000 (New hires without TEAM scores, or TEAM score of 3, or TEAM scores of less than 3 years)***
- ***Level 4 = \$41,000 (if 3 year average TEAM Score of 4)***
- ***Level 5 = \$42,000 (if 3 year average TEAM Score of 5)***
- Will existing employees have an opt-out provision for the alternative salary schedule? If so, when will all employees transition to the alternative salary schedule?

No.

- How will the following groups be placed on the alternative salary schedule?:
 - Existing district employees
 - Current 2013-14 Salary plus any performance increase that is earned according to the plan above OR,
 - For those teachers who have a TEAM/TVAAS score of 3, 4, or 5 and make less than \$38,000, we will move them up to the base pay OR
 - Teachers with a TEAM or Individual Growth Score (TVAAS)score of a 1 or 2 will remain at the 2013-2014 pay amount.
 - Educators new to teaching with zero years of experience
 - In the initial year, they will come in at the Base pay of \$39,000.
 - In the second year, they will come in at:
 - The Base pay (\$38,000) OR
 - If they have 3 years of TEAM scores which average a 4, they will come in at base pay plus \$1,000 (\$40,000) OR
 - If they have 3 years of TEAM scores which average a 5, they will come in at base pay plus \$2,000 (\$41,000)
 - In the third year, they will come in at:
 - The Base pay (\$40,000) OR
 - If they have 3 years of TEAM scores which average a 4, they will come in at base pay plus \$1,000 (\$41,000) OR
 - If they have 3 years of TEAM scores which average a 5, they will come in at base pay plus \$2,000 (\$42,000)
 - Educators new to the district but with prior experience
 - The will come into the district using the same formulas as above: base pay or base pay plus a performance component
 - *However, hard to staff positions (defined as a minimal number of applicants) will be hired with an additional \$3,000 added to the base pay.*

b. Eligibility Criteria

E. To receive compensation, teachers must have a TEAM score, with the following exception

- ***Teachers hired for part-time positions are eligible for an increase in their base pay proportional* to their time worked if they have TVAAS scores or a manually figured TEAM score. (These teachers would be PYE in CODE. If they have their own TVAAS scores, we will use that figure. If not, we will manually figure a TEAM score using their observation scores, achievement selection, and school wide growth selection.)***

****Ex.: If a teacher works 50% of the time, they are eligible for 50% of the increase amount.***

- ***Teachers who are PYE due to extended leaves of absence will not have a TEAM score and will not be eligible for a performance increase***
 - ***Teachers who are PYE due to late hires will not have a TEAM score and will not be eligible for a performance increase***
- F. New hires who have experience in other Tennessee counties but who do not show proof of their former scores will be hired at the base pay instead of the base pay for 3 years of Level 4 or 5 teaching. Upon proof of their scores, we would increase to the Level 4 or 5 base pay with back pay if they meet the requirements.***
- G. Teachers that resigned and then wanted to come back to us would be brought back at the current base pay OR their salary when they last worked for us, whichever is higher.***
- H. We are no longer increasing pay for advanced degrees. However, for those teachers in the advanced degree pipeline as of January, 2014, upon completion of the advanced degree, we will increase their base pay by \$3,000 if they advanced one lane (Bachelors to Masters, for example) or by \$4,000 if they advanced two or more lanes (Masters to EDS, for example). The following rules apply to this offer:***
- ***They must have started the program by January, 2014.***
 - ***They must stay in the program with no lapse until they complete the degree.***
 - ***They must finish the program and receive the advanced degree by June, 2016.***

c. Feasibility Analysis

Attach evidence using 2012-13 data (at a minimum) that the alternative salary schedule is financially feasible. Please reach out to Laura.Encalade@tn.gov for additional information or support in meeting this requirement.

Each teacher's pay will be differentiated by their current pay and their performance. This will be figured each year using a script developed by our Finance Department. We have run the script and verified its accuracy for each individual teacher. Attached is a spreadsheet with the overall cost to the system for each of the first three years.

Currently, our experience steps cost us approximately \$700,000 per year. These steps are figured by percentages, but roughly equal \$600 to \$650 per teacher each year. The new plan's performance steps of \$0 (Levels 1 and 2), \$250 (Level 3), \$500 (Level 4), and \$750 (Level 5) are cost neutral. The cost of raising the base pay is approximately \$500,000 for a total cost (our normal step cost of \$700,000 plus new base cost of \$500,000) of \$1.2 million dollars.

We used a model to input more than 25 different scenarios, ranging from a cost of 0 to 7.2 million. We were looking for a plan that would reward teachers, but would also be reasonable and sustainable. We have stressed to teachers that we can support this, even if all of our teachers have a TEAM score of 5! The performance raises are cost neutral, so the additional cost of the plan is the increase in the base. Our county has experienced an increase in taxes and that is expected to continue.

d. Stakeholder Engagement

Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.

We formed a committee of twelve administrators and teachers from across the county (involving our 3 main geographic areas, Mt. Juliet, Lebanon, and Watertown), across all grade levels and departments, and a mixture of Association members and non-Association members. This committee met monthly for two hour sessions after school throughout the fall semester and looked at Base Pay vs. Rewards Pay, Experience and Degrees vs. Performance, Tested vs. Non-Tested teachers, and Stipend for teacher coaching, mentoring or extra classes/students. In addition, we communicated by e-mail, using a distribution list, when specific questions arose. The plan that emerged came from this group. This group applauded increases based on performance. However, not every idea was rubber stamped. An example is adding attendance as a component of the performance increase. This was overwhelmingly disliked by our teacher group and we removed it from our options. Our shared goals are:

- *Teacher Retention – especially years 3 – 10*
 - *Reduce number of teachers who leave the district for more pay to zero within three years by increasing base pay and opportunities for increases*
- *Teacher Recruitment*
 - *Increase the number of applicants with TEAM/TVAAS scores of 4 or 5 by 50% within three years by increasing base pay and adding performance based increase to base*
- *Teacher Improvement – through coaching*
 - *Reduce the number of TEAM/TVAAS level 1 and 2 teachers by 80%*

- ***Move 25% of TEAM/TVAAS level 1, 2, and 3 teachers to level 4 and 5***

Appendix A: Common Differentiated Pay Definitions

1. Base pay (base salary): An individual's salary excluding any additional compensation in the form of bonuses, stipends, or supplements for additional work or responsibilities.
2. Bonus/stipend: Additional compensation for a pre-defined set of criteria. Bonus and stipend pay are awarded in addition to or "on top of" an individual's base pay. Bonuses/stipends are one-time payments awarded for a specific role, additional responsibility, or achievement of particular criteria. Bonuses and stipends are not a part of base salary and do not become a reoccurring part of an individual's compensation.
3. Traditional salary schedule (or step and lane schedule): A salary schedule that uses years of experience and education levels exclusively to determine educator's increases in base pay. Traditional schedules may follow the same structure as the state minimum salary schedule. Salary schedules that modify the amount of the step increases given for experience or change the structure of the education lanes may still be considered a traditional schedule as long as they meet or exceed the relevant state minimums.
4. Alternative salary schedule¹: A salary schedule that uses some other component, often a performance measure, in addition to or in place of education and experience to determine base pay. A schedule where an educator's evaluation score is used to determine the amount of his or her yearly base pay increase is an example of an alternative salary schedule. Alternative salary schedules are subject to State Board of Education approval.
5. Opt-in/opt-out provision: Individuals are provided with the choice to participate in a program. This provision is most often associated with alternative salary schedules and is not a required provision.

¹ If you are unsure as to whether your plan is a traditional salary schedule or an alternative salary schedule, please contact Laura.Encalade@tn.gov.

Appendix B: Sample Differentiated Pay Plan Table

Note that these examples are for purposes of explaining HOW TO complete each of the table criteria. These examples are NOT intended to be recommendations or endorsements for specific differentiated pay elements. Districts are required to differentiate pay for **at least one element** in addition to **education and experience**. Because plans may include a combination of several elements, please add rows or repeat differentiated elements as needed. Please feel free to delete from the table any differentiated elements that will not be used in the district's plan.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Salary Expenditures
	<p><i>Describe how the district will differentiate for this element.</i></p> <p><i>Include the criteria for receiving the award.</i></p>	<p><i>Will the compensation be given as a bonus, stipend, or a base pay increase?</i></p> <p><i>How much will qualifying teachers receive?</i></p>	<p><i>Eligibility: How many teachers are eligible for this type of compensation?</i></p> <p><i>Forecasted participation: How many teachers do you estimate will receive the award?</i></p>	<p><i>How much does the district estimate it will payout for this differentiated pay element?</i></p>	<p><i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i></p>
Hard-to-Staff (School, Subject, or Placement)	The district will offer a signing bonus and retention bonus in the hard-to-staff area of secondary math. This will include positions in Algebra II, Pre-Calculus, and Calculus.	The award will be given as a two-part bonus. \$1,000 at the time of signing and an additional \$2,000 at end of the school year when evidence of satisfactory evaluation results are also available.	<p>This award will be available to new teachers to the district. The district typically hires 2 positions per school year in the areas defined.</p> <p>Existing teachers (3) in the subjects defined will also be eligible for the same bonus as a retention incentive.</p>	The estimated total for this is \$15,000 (5 teachers at \$3,000 each).	This award makes up less than 2% of the district's annual salary costs.
Performance	The district will incorporate a new salary schedule that uses evaluation criteria to determine base pay changes ² . A full description of the new schedule is attached in the addendum.	Teachers who receive a 3 will receive a base pay increase of 3-\$300, 4-\$500, 5-\$700. Those teachers receiving a 1 or 2 will not increase their base pay.	<p>All teachers (150) are eligible to receive the award.</p> <p>A copy of the complete eligibility rules is attached.</p> <p>Based on the last two years of evaluation data, the district anticipates between 80-85% of</p>	<p>The district anticipates the total cost to be \$40,000 based on last year's evaluation data.</p> <p>The district will sustain this cost by removing base pay</p>	These payouts will form close to 100% percent of salary costs, with the exception of some career ladder and other supplements.

² This differentiated element would qualify as an alternative salary schedule, and the district would need to complete the [Alternative Salary Schedule section](#) on page 5.

			teachers will receive a base pay change.	increases for Level 1 and 2 teachers.	
Additional Instructional Roles or Responsibilities	<p>The district will further its implementation of PLCs through the creation of a PLC leadership role.</p> <p>Highly effective teachers (scores of 4 or 5) will receive a stipend to lead and facilitate the monthly PLC meetings.</p>	The award will be given yearly in the form of a \$1,000 stipend.	<p>Any teacher who receives a 4 or 5 on their evaluation would be eligible to apply for the position. District and school leaders will then screen for additional qualities like leadership and facilitation skills. (Draft job description is attached.)</p> <p>There will be a total of 20 PLC leaders in the district:</p> <ul style="list-style-type: none"> - 6 at the high school, - 4 at the middle school, - 5 at each of the 2 elementary schools. 	The estimated cost of these awards is \$20,000.	This will compromise about 2% of district salary expenditures.
Education	<p>The district will include Bachelor's and Master's degrees for eligible base pay compensation as shown in the attached 2014-15 salary schedule. Degrees above a Master's will no longer be compensated in base pay.</p> <p>Advanced degrees above Master's degree will be eligible for tuition reimbursement with district pre-approval.</p>	<p>Master's degrees will be awarded with a base pay increase.</p> <p>Tuition reimbursement stipends of \$4,000 per year per individual for advanced degrees above Master's. The district must be notified in advance of the start of a program by the educator in order to receive the stipend.</p> <p>Those teachers currently enrolled in programs prior to July 1, 2014 will be eligible for base pay increases on the previous year's schedule, provided that those programs are completed by July 1, 2016.</p>	<p>The district currently has 15% of its teachers with an advanced degree above the Master's Level.</p> <p>We anticipate based on previous data that approximately 10-12 teachers will qualify for tuition reimbursement stipends each year.</p>	<p>This estimated total cost of this element is \$40,000-48,000 per year.</p> <p>The district expects to fund this cost by limiting permanent base pay increases to Master's degrees only.</p>	This will comprise about 8% of district salary expenditures.
Experience	The district will continue to award step increases for each	Each teacher will earn a yearly step increase for years of	All teachers are eligible.	The average step increase in the	This experience payment makes up

	year of experience. The attached salary schedule contains proposed amounts.	experience.		district is \$400 per year. The estimated cost is \$100,000	20% of the districts expenditures on salary.
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